A black and white symbol

Description automatically generated

BEHV 4300

Culturally Responsive Ethics and Professionalism in Applied Behavior Analysis

Course Syllabus

**Fall 2025**

**Class time**: Monday & Wednesday 2:00-3:20

**Class location**: Face to Face, Language 310

**Professor:** Shahla Alai-Rosales, Ph.D. BCBA-D, CPBA-AP

**Email:** [Shahla.alai@unt.edu](mailto:Shahla.alai@unt.edu)

**Pronouns:** she/her/hers **Office location:** Chilton 361E

**Office hours:** Wednesday 12-1:45 and by appointment (via zoom)  
**Communication Expectations:** Please feel free to email me with any questions you have between class meetings. Emails will be answered within 24 hours during the weekdays. I usually will check email and answer over the weekend but may occasionally be unavailable to answer weekend emails.

# Welcome to UNT!

I am so happy you are here in this class, and I look forward to being part of your education. As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the students and employees with whom we interact. We hope that we can all manifest that value in this class.

**About Shahla**

Shahla Alai-Rosales, PHD, BCBA-D, CPBA-AP is a Professor in the Department of Behavior Analysis at the University of North Texas. She has taught courses in Texas, Europe and the Middle East on a variety of topics, including ethics, early autism intervention, parent training, behavioral systems, applied research methods, technology transfer, behavior change techniques, and cultural diversity. Shahla has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, and supervision and mentoring. Shahla has more than four decades of experience working with families and has trained hundreds of behavior analysts. She has received awards for her teaching (SGA ‘Fessor Graham Award), her work with families (Onassis Scholar Award), and for her sustained contributions (UNT Community Engagement Award, TXABA Career Contributions Award, the GSU Lutzker Distinguished Lecturer, the ABAI Donald M. Baer Distinguished Lecture, and the 23-24 University of Kansas ABS Outstanding Alumni Award). She was a member of the Behavior Analysis Certification Board, the ABAI Practice Board, the ABAI DEI Board, and an Associate Editor for Behavior Analysis in Practice. Shahla is co-author of *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor* (LeBlanc, Sellers & Alai, 2020) and *Responsible and Responsive Parenting in Autism: Between Now and Dreams* (Alai-Rosales & Heinkel-Wolfe, 2022).

# Course Description

***“The first step in the evolution of ethics is a sense of solidarity with other human beings.”***

**Albert Schweitzer**

The purpose of this course is to provide students with an understanding of a) culturally responsive decision-making in the context of a rapidly diversifying practice context; b) the benefits, complexities, and characteristics of ethical conduct within the science and practice of Applied Behavior Analysis; and c) their own core values, ethical guideposts, and cultural context. The themes of this course are to promote the value of ethical behavior, to provide guidelines for ethical decision-making, to promote well-being across care recipients of diverse skills and life experiences, to prepare students to adhere to the ethical code of a Board Certified Assistant Behavior Analyst, and to promote the development of professional behavior including perspective taking, addressing bias, constructive and respectful problem solving, and collaboration.

# Course Structure

This is a face-to-face course that relies on meaningful discussions to integrate and synthesize. It is not an online or hybrid course. If you are not able to attend class or can’t arrive on time, this may not be the semester to take the course. If you must miss a few classes, please ask your classmates for notes. Class presentations will be on the exams. Please talk to me if you feel timeliness, attendance, and assignment completion will be challenging.

## **Course Prerequisites**

Prerequisite(s): [BEHV 2300](http://catalog.unt.edu/preview_course_nopop.php?catoid=35&coid=149728) or [BEHV 3150](http://catalog.unt.edu/preview_course_nopop.php?catoid=35&coid=149731) (and preferably BEHV 3440 and BEHV 3550)

**Course Objectives**

By the end of this course, students will be able to:

1. Describe philosophy and variations in methods of ethical decision making.
2. Describe and give examples of each section of the BACB Ethics Code.
3. When presented with scenarios, apply standards regarding the ethical practice of applied behavior analysis and discriminate the possible courses of action and their likely consequences.
4. Describe, apply, and reflect upon how course materials relate to disciplinary core values, the student’s core values, and application of the ethics code to a variety of professional contexts.
5. Describe, apply, and reflect upon how course materials relate to cultural biases, connections and responsiveness, and application of the ethics code to a variety of professional contexts.
6. Describe and present, in detail and with scholarly support, one area of importance in the ethical practice of culturally responsive behavioral practice.
7. Briefly summarize fifteen other areas of importance in the ethical practice of culturally responsive behavioral practice.
8. Develop skills associated with professionalism in a variety of practice contexts.

## **BACB Course Hours**

Content is based on the 6th edition BACB TCO. This course specifically covers 45 hours (30 are required) of the “Ethics” requirements for the BCaBA certification exam. Behavior Analyst Certification Board | BCBA Test Content Outline (6th ed.) <https://www.bacb.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-240208-a.pdf>

# Materials

# Schwartz and Kelly (2025). Ethical Decision Making in Applied Behavior Analysis. Brookes Publishing Co [*https://www.amazon.com/Ethical-Decision-Applied-Behavior-Analysis/dp/1681253232*](https://www.amazon.com/Ethical-Decision-Applied-Behavior-Analysis/dp/1681253232)

* [BACB Ethics Code for Behavior Analysts](https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-240201-a.pdf)
* I will provide pdfs of other required resources on the canvas course site

**Grading**

A grade of ‘C’ or better is required for this class to apply towards the BCaBA examination.

Each activity on Canvas indicates the number of points that can be earned within the activity. The grades link in your Course Menu will provide you with information about your score for each assignment, your percentage, and your grade in the class. The course activities are described below in detail. Learning is assessed through 3 exams, the topical presentation, and the final reflection paper. For more information on how to navigate the Grades page on Canvas, please see the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-16532-4212829286). Grades are based on the percentage of possible points that a student earns.

**The scale for this course is: A = 90-100%; B = 89-80%; C = 79-70%; D = 69-60%; F = below 59%**

**Assignments Expectations & Point Allocations**

|  |  |
| --- | --- |
| **Activity** | **Points** |
| **Exams**   * The purpose of the exams is to assess your understanding of the course content. * There are three ***cumulative*** examinations. * Exams will cover content from the course readings, the class exercises and activities, and the topical presentations. * During each exam, you can make a list of questions you think you missed and submit written corrected responses the next class period for redemption points on missed items. | Exam 1 20 points  Exam 2 30 points  Exam 3 50 points    Total exam points: **100 points** |
| **Topical Presentations**  Presentations are designed so students have an in-depth understanding of one contemporary ethical issue in ABA and an introduction to several other topics. *Each student picks one topic and organizes presentation content and facilitates discussion with the help of the instructor. A model and starting resources are provided and individual meetings are strongly encouraged to review presentation beforehand ☺ Each presentation should be about 15 slides and will take about 30 minutes (see rubric)* | **200 points** |
| **Final Reflection Paper**  This is designed to be a summary, integration and reflection of the semester’s learnings and should include 10 contextually correct citations(lectures and readings from the class) and be about 1000 words. | **100 points** |
| **Total points** | **400 points** |

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments and In-Class Activities** |
| **August 18** | Syllabus Review | Think-pair share class expectations and hopes |
| **August 20** | Culture & Ethics | Think-pair share ethical dilemmas and stories |
| **August 25** | Introduction to ethics | S&K p 1-8; Think-pair share examples  Topical Presentation Example: Social Location |
| **August 27** | Applying ethics in your everyday practice | S&K p 9-14; Scenario discussions |
| **September 1** | **No class - Labor Day!** |  |
| **September 3** | Introduction to the BACB Code | S&K p 15-25; BACB Code; Pause & Reflect Discussions |
| **September 8** | **Exam 1 (covers material 8/20 to 9/30)** | |
| **September 10** | The Ethical Decision-Making Process  (redemption answers due) | S&K p 27-40; Ethical Workouts |
| **September 15** | Responsibility as a professional | S&K p 41-70; Ethical Workouts |
| **September 17** | Topical Presentations | 1. **Self-Reflection** 2. **Humility** |
| **September 22** | Responsibility in Practice | S&K p 71-93; Ethical Workouts |
| **September 24** | Topical Presentations | 1. **Compassion** 2. **Assent/Consent** |
| **September 29** | Responsibility to Clients and Stakeholders | S&K p 95-113; Ethical Workouts |
| **October 1** | Topical Presentations | 1. **Social Validity** 2. **Collaboration** |
| **October 6** | Topical Presentations | 1. **Confidentiality** 2. **Mandated Reporting** |
| **October 8** | Topical Presentations | 1. **Implicit Bias** 2. **Social Media** |
| **October 13** | **No class – Exam Prep (study groups encouraged)** | |
| **October 15** | **Exam 2 (cumulative covers material 8/20 to 10/8)** | |
| **October 20** | Topical Presentations  (redemption answers due) | 1. **Early Intervention Ethics** 2. **Adult Intervention Ethics** |
| **October 22** | Topical Presentations | 1. **Gender Affirming Care** 2. **Neurodiversity Affirming Care** |
| **October 27** | Topical Presentations | 1. **Race and Ethnicity Affirming Care** 2. **Religious Affirming Care** |
| **October 27** | Topical Presentations | 1. **Skilled Dialogue** 2. **Restorative Justice** |
| **October 29** | Topical Presentations | 1. **Trauma Informed Care** 2. **Economic Vulnerability** |
| **November 3** | Responsibility to Supervisees | S&K p 115-135; Ethical Workouts |
| **November 5** | Topical Presentations | 1. **The Hidden Curriculum** 2. **Professional Attitude and Etiquette** |
| **November 10** | Responsibility in Research | S&K p 153-169; Ethical Workouts |
| **November 12** | Putting it all together | S&K p 171-177; Scenarios |
| **November 17** | **No class – Exam Prep (study groups encouraged)** | |
| **November 19** | **Exam 3 (cumulative covers material 8/20 to 11/12)** | |
| **November 24 & 26** | **No Class - Thanksgiving break** |  |
| **December 1** | Review for final paper  (redemption answers due) | |
| **December 3** | No Class - Reading Day | |
| **December 8** | **Final reflection paper due (submit online)** | |

**Sample Exam Formats\***

***\*Paper and pencil exam in class***

**Multiple Choices**

“Single stories” (choose all that apply)

1. tend to reinforce stereotypes
2. make things more understandable
3. do not allow us to see the humanity of others
4. can break the dignity of a people
5. save us precious intervention time
6. are needed in the age of social media

**True/False**

\_\_\_\_\_\_ Without a firm grounding in ethics, we can inadvertently cause harm

\_\_\_\_\_\_ ABA has had several legal and ethical challenges

**Matching**

Match the label with the description for each common philosophical approach:

\_\_\_\_\_ Deontological

\_\_\_\_\_ Utilitarian

\_\_\_\_\_ Virtue

\_\_\_\_\_ Care

1. Focus on relationships and contextual considerations
2. Focus on the “greater good”, moral worth determined by consequences and outcomes for the greatest amount of good for greatest number of people
3. Focus on a universal set of rules and principles that apply to all conditions
4. Focus on developing a strong moral character to guide decision making that is based on values

**Essay**

Describe your social location in relationship to your (pick one: course instructor, a client, or a supervisor). What are the benefits and limitations of these identities/locations in relationship to one another? What are the sources of power and privilege each person holds? Why does this matter?

*For each exam, a single sheet of paper will be available for you to list all numbered items you think you may have missed. Show this to the instructor before you leave, and she will initial it. You can take this home and use it to prepare a document that addresses the topic of each missed question and submit this the next class period to redeem half the points for incorrect answers if the redemption response is correct.*

**Topical Presentation Grading Criteria**

\*Use of AI is NOT permitted for this assignment. \_\_\_\_\_\_/200 Total points

\_\_\_\_\_\_/20 Description & Importance

Give an overview of your topic and tell why it is important

\_\_\_\_\_\_/20 Tensions

Describe at least three controversies, unease, difficulties or disagreements about the topic

\_\_\_\_\_\_/20 Relevant Code Sections

List and describe at least two code sections, giving an example of how the topic relates to that part of the code

\_\_\_\_\_\_/20 Scenarios

Two to four scenarios for the class to discuss and/or practice as a whole class or in small groups

\_\_\_\_\_\_/20 Reflection Questions

Provide two questions that help class think more deeply about the topic and how it is related to ethical practice of behavior analysis

\_\_\_\_\_\_/20 References

At least 5 references from within and outside of behavior analysis, including, but not limited to, those provided by the instructor

\_\_\_\_\_\_/80 Presentation Structure and Delivery

***Obtained feedback from instructor,*** professional organization, neat, free of typos, aesthetic appealing, presented with care and attention, answers questions thoughtfully and respectfully

**Final Reflection Grading Criteria**

\* Use of AI is NOT permitted for this assignment. \_\_\_\_\_\_/100 Total points

\_\_\_\_\_\_/20 At least 1000 words

\_\_\_\_\_\_/20 ***Course summary and integration***: Give an overview, from your point of view, of at least three main themes of the class, what is included in the subtopics of that theme and explain why each theme is important.

\_\_\_\_\_\_/20 ***Your approach to ethics***: Describe your approach to ethics in terms of common philosophical approaches to ethics.

\_\_\_\_\_\_/20 ***Your core values***: Describe three values that will help you behave in ethical ways. Give concrete examples of how these apply to professional practice. Explain why these are important to you.

\_\_\_\_\_\_/20 Include at least 10 accurate and appropriate references *from the class textbook and topical article readings*

# Course Policies

## **Class Participation, Attendance & Assessment**

Students are expected to attend class and participate in discussions in the way they feel most comfortable. Learning is assessed through exams, presentation and reflection paper.

## **Late Work**

Late work will not be accepted except in rare circumstances. Alternative activities will be assigned for excused and verified absences.

## **Assignment Policy**

The topical presentation and the final paper must be submitted on Canvas and due dates are also listed on Canvas. The exams are given with paper and pencil in class. Students are given an additional piece of paper for notes regarding redemption questions. The instructor must initial this before the student leaves to receive redemption points for missed exam items.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**Syllabus Change Policy**

The professor reserves the right to make changes and updates to the syllabus as needed. Any updates to the syllabus will be posted on Canvas and an announcement will be made regarding relevant changes.

# Basic Needs Policy

Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students https://deanofstudents.unt.edu. If you want to talk or need help with making contacts, please feel free to reach out. I will help as best as I can.

# Safety

*Applied behavior analysis is a science of behavior and environment interactions and encompasses many areas of inquiry and action. Throughout the semester we will discuss the science of applied behavior analysis across research and practice arenas. Because the class is primarily discussion based, there will be diverse points of views, fluid understandings and, hopefully, learning.* It is imperative that there be an atmosphere of trust and safety in the classroom for learning to occur. I will do my best, and continually try to improve, to foster an environment in which each class member is able to talk, listen and respect each other. It is critical that each class member show respect for the diversity and value of worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others’ emotions and be mindful of your own. Please let me know if something is said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to do so, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

* + Discuss the situation privately with me. I try to be open to listening to students’ experiences and want to work with students to find acceptable ways to process and address the issue.
  + Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
  + If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. This might include your academic advisor, a trusted faculty member, or a peer.

Acceptable and Unacceptable Use of AI

*(Adapted from Temple University & Dr. Kenda Morrison)*

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski).  There is significant value of such technology, and you will likely use it during your careers.  At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as knowledge mastery, integration, reflection, analysis, and application of the content being taught. It is also important you learn to assess the accuracy and contextual fit of AI produced material.

**Acceptable use.** It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept).  However, please keep in mind that AI has limitations of which to be aware:

* AI may generate content that is inaccurate or incomplete.
* AI models have built-in *biases* and *unjus*t frameworks since they may be based upon limited, unreliable, or problematic sources.
* AI have limitations such as evaluating and contextualizing information.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) ***is*** permitted in this course for the following activities:

* Brainstorming and refining your ideas; Finding information on your topic; Drafting an outline to organize your thoughts; and Checking grammar and style.

**Unacceptable use.** The use of generative AI tools ***is NOT*** permitted in this course for the following activities:

* Writing a draft of a reflection paper assignment.
* Writing entire sentences, paragraphs to complete a reflection paper assignment.
* You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content use). Your use of AI tools must be properly documented and cited *See these resources for APA guidance.* Any assignment that is found to have used generative AI tools in unauthorized ways *through “Turn it in” originality or AI detection will receive a “0”.*
* When in doubt about permitted usage, please ask for clarification. This is new and exciting, but complicated territory. We will learn together☺

# UNT Policies

## Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In this course, engaging in academic dishonesty will result in a 0 on the assignment where academic dishonesty occurred.

## ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://studentaffairs.unt.edu/office-disability-access) (<https://studentaffairs.unt.edu/office-disability-access>).

## Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

## Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) to learn more.

## Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

## Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940.565.2648.

# Academic Support & Student Services

### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT EUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

### Additional Student Support Services

* [Registrar](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\Registrar)
* [Financial Aid](https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/)

# Sources

Shahla Alai-Rosales designed this course in collaboration with Sarah Owens and April Linden.